School Climate Team

- Lindsey Delis, School Counselor
- Jenna Botsis, Special Educator/ SEL
- Kristin Alkire, Principal
- Michelle Brennan, Assistant Principal
- Grade Level Representatives to TBD when school year begins

Equity Lens

Through an equity lens, identify what the data indicate about the social-emotional needs of students and the support provided by staff members relative to disproportionality between student groups, especially for African Americans or students receiving special education. Also consider the school’s population with regard to ELL, Latinx, and/or other student groups.

(Information may be from School Data Story)

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)

- Black/African American male students are suspended at rates higher than their non-Black/African American male peers. The suspension rate risk ratio for Black/African American male students at Wellwood Intl is greater than the same measure for all BCPS elementary schools.
- Students eligible for Free and Reduced Meals services are suspended at rates higher than their non-Free and Reduced Meals peers. The suspension rate risk ratio for students eligible for Free and Reduced Meals services at Wellwood Intl is less than the same measure for all BCPS elementary schools.
Climate Goals

Identify the school’s goals in improving the social-emotional climate of the building.
(Information from School Progress Plan)

Educators will examine and reflect on their own cultural experiences in order to foster and create successful learning environments and strengthen positive relationships with their students. Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.

Section 2: Developing and Teaching Expectations

Expectations Defined

Identify a School Code of Conduct with 3-5 positively stated school expectations. Develop a way to communicate the identified rules, based on the schoolwide expectations, for specific settings within the school building. Expectations should be clearly stated, communicated, taught, and frequently referenced.

Wellwood Principles
I do what is right!
I am safe.
I am respectful.
I am responsible.
I am caring.

Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures

Teachers develop visuals to communicate culturally relevant classroom expectations, routines, and procedures based upon the schoolwide expectations. Educators explicitly teach expectations, routines, and procedures. The school staff recognize and reinforce expected and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.

Conscious Regulation
Practicing and reinforcing behavior routines throughout the building
School Counseling Lessons
Morning Meetings

Family/Community Engagement

Identify how the Schoolwide Positive Behavior Plan, the schoolwide expectations, and/or interventions will be communicated and shared with families. Consider how to include family and student voice in the initial plan and in evaluating the plan throughout the year.

Information will be shared with families through Schoology, PTA meetings, monthly newsletter, student handbook presentations, and Back-to-School Night

Section 3: Developing Interventions and Supporting Students
### Resource Mapping of MTSS

*Identify the evidence-based practices and interventions offered at Tier 1, Tier 2, and Tier 3 to support all students. Consider what culturally responsive interventions the school requires to meet the specific needs of the students.*

#### Tier 1 -
- Wellwood Principles
- Positive Relationships with ALL students
- School Counseling Lessons
- Conscious Regulation Lessons
- Morning announcements (modeling SEL practices/mindfulness)
- Proactive Classroom Management
- Daily Reflections
- Progressive Response to Problem Behaviors
- Mental Health Prevention and Promotion Activities
- Teacher Consultations
- PBIS
- CHAMPS Classroom Management

#### Tier 2 -
- Request for Assistance
- SST
- Differentiated Reinforcement
- Small Group SEL instruction or Social Skills instruction
- SEL Curriculum
- SEL Prompts
- Check in/Check Out
- Individualized Positive Behavior Plans
- Restorative Practices
- Brief Individual Support

#### Tier 3 -
- FBA-based Behavior Intervention Plan
- CPI Trained Staff
- Crisis Response Plan
- Individual counseling
- Outside counseling partnerships

### Social-Emotional Learning

*Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Consider the importance of trauma-informed care, mental health awareness, level of students’ coping skills, etc. Determine how the social-emotional learning and the SEL competencies will be integrated into the school’s programming. Consider the need for any training the staff members may require.*

- 3 Signature SEL practices (welcoming ritual, engaging practices, optimistic closure) will be used daily
- Conscious discipline lessons
- Zones of Regulation
Character Education

Determine how specific evidence-based character education learning will be infused into the school’s programming to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.

Wild Cattributes  
School Counseling Lessons  
Principals Pride  
IB Attributes infused in morning meetings  
Daily announcements

Professional Development for Staff

Identify the professional development that will be offered to staff members throughout the year in order to support their knowledge, skill development, and implementation of the interventions selected, the character education learning, and social-emotional learning practices. Specify the schedule for professional development and how to obtain teacher feedback during the year to address their concerns and areas in which they want/need more information. (Information from School Progress Plan.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Training/Activity</th>
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<tbody>
<tr>
<td>August 22</td>
<td>Conscious Regulation Training</td>
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<tr>
<td>August 26</td>
<td>SEL overview</td>
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<tr>
<td>Morning</td>
<td>Meetings</td>
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<tr>
<td>Quarterly</td>
<td>Conscious Regulation refreshers</td>
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<td>Classroom</td>
<td>look fors</td>
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<td>Equity</td>
<td>Book Study</td>
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<tr>
<td>SST/IEP</td>
<td>training</td>
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<tr>
<td>Teacher</td>
<td>feedback</td>
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Section 4: Supporting and Responding to Student Behavior

Recognitions/Incentives

Identify a variety of positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules. Develop a system for implementing the positive acknowledgements consistently in school settings. Consider how to monitor who is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.

Wild Cattribute  
Principal’s Pride  
School Wide Positive Paws Card

Hierarchy for Behavioral Referrals and Consequences

Identify the behaviors that are teacher-managed, behaviors referred to resource staff, and behaviors referred to administration. Refer to the BCPS Student Handbook for teacher and administrator-led interventions. Consider how unsafe behaviors will be addressed.
Response for Intensive Behaviors

Identify a hierarchy of responses to intensive behaviors (i.e., emergency/crisis management/threat assessment/unsafe behaviors) including interventions and supports. Indicate which school staff members will respond as well as procedures and training as needed.

Jenna Botsis, SEL Teacher
Michelle Brennan, AP
Kristin Alkire, Principal
Lindsey Delis, School Counselor
Miriam Friedburg, School Social Worker
Sara Rosen, School Psychologist

Threat assessments – Lindsey Delis (school counselor), Miriam Friedburg (school social worker), Sara Rosen (school psychologist) will respond to threat assessments and conduct a threat assessment to determine the next steps, parent will be notified and based on the level of the threat will come in to meet with the school counselor, if necessary, a referral will be made to an outside agency for support and parents will sign a release of information for the outside agency and school to communicate. Threat assessment form will be completed and shared with the Threat Management Office. A meeting will be scheduled with the Threat Management Team to discuss what occurred and a plan will be developed to ensure the safety of the student to include check-in/check out with a trusted adult.
### Monitoring the Schoolwide Positive Behavior Plan/Data Analysis

*Identify the data that will be collected and reviewed by the School Climate Team in order to identify behavior trends, patterns, action steps, and interventions using a problem-solving strategy. Consider having a uniform referral form for staff to complete to document referrals to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)*

<table>
<thead>
<tr>
<th>Positive Paws Card</th>
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<tbody>
<tr>
<td>Referral Data</td>
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<tr>
<td>SEL checklist tool</td>
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<tr>
<td>Informal/ Formal Observations</td>
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<tr>
<td>Stakeholder Survey Data- Belonging Index</td>
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<tr>
<td>Student daily reflections</td>
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</tbody>
</table>

### Section 5: Miscellaneous Content/Components

N/A